Seminars	Focus	Primary Teaching Standard	Performance Assessment Connection	Sample Activities and Resources	Seminar to Classroom Expectations
At least five support seminars are recommended during the first year of teaching.					
Seminar 1 (November, Year one)	Standards-Based Teaching	Science # 9 - Being a Reflective Practitioner	Linking teaching and learning standards Designing and implementing instruction	1. "Standards-based Performances" activity 2. "Indicators" activity 3. Lab experiment 4. Linking learning goals from lab activity to Student Standards 5. "Before… After.." Reflection	"If I had a learning classroom" reflection Select at least one lesson you taught. Write a journal entry in which you reflect on the teaching and learning standards related to this lesson.
Seminar #2 (December, Year one)	Inquiry-Based Learning	Science #1 - Central concepts, tools of inquiry, history and nature of science Science #4 - Variety of instructional strategies Science #5 - Learning environment	Designing an inquiry-based unit of instruction Engaging students in inquiry-learning	1. Laboratory activity 2. Inquiry continuum 3. Modifying traditional labs to make them more inquiry-based 4. Reflection activity	Modify a traditional lab to make it more inquiry-based; use it with your students. Write a journal entry reflecting on student learning, what worked, what didn't, why. Read inquiry hand-out.
Seminar #3 (January, Year one—after 2nd semester begins)	What is an STS inquiry activity? Addressing needs of a range of learners	Science#1-Central concepts, tools of inquiry, history and nature of science Science # 2 - How students learn Science #3 - Range of learners	Providing opportunities for all students to engage in STS inquiry-based learning	1. STS—What and Why 2. Design a STS lesson 3. Share and critique 4. Learning goals—how to assess STS learning	Include an STS activity in one of the units taught prior to the next seminar. Reflect on student learning in a journal entry focusing on the range of learners
Seminar #4 (February, Year one)	Assessing what students have learned	Science #8 - Assessment strategies and uses	Kinds and uses of assessment Alignment of assessment with instruction	1. Comparison of student work with goals 2. Brainstorming Assessment 3. Lab task 4. Convert above lab to assessment task	Design and use an assessment task that is different from any the teacher has used before. Write a journal entry reflecting on feedback from this task.

Seminar #5 (March/April, Year one)	Instructional Design	Science #1 through #9	Designing an inquiry-based unit of learning	1. "What is a portfolio unit of instruction?" 2. Essential Question activity 3. Backward Design 4. Design a unit 5. Unit Sharing session	Teacher implements the unit in his/her classroom.
At least three support seminars are recommended during the second year.					
Seminar # 6 (October, Year two)	Visiting the components of the portfolio handbook.	Standards #1 through #9 but main focus is on #8 Assessment	All components of the portfolio handbook	1. Jig Saw (with teachers designing and implementing instruction) 2. Analysis of Guiding Questions 3. Develop time frame for portfolio completion	Review Essential Question handout Decide on a unit for the portfolio—gather texts, labs, supplemental materials related to the unit to bring to the next seminar
Seminar #7 (January, Year two—after start of 2nd semester)	The Portfolio Unit of Instruction	Science #1through #8 (Main focus is #1)	Essential Question Instructional focus form Lab and STS inquiry Resources Assessment I	1. Activities to review Essential Question, Backward Design, Guiding Questions 2. Individuals compose EQ for unit 3. Peer Critique of EQ's 4. Individuals design unit for portfolio 5. Hot & Cold Feedback Protocol	Modify/Refine Design of Portfolio Unit Begin Introductory commentary
Seminar #8 (April, Year 2—or one month prior to portfolio completion date)	Peer Conferencing and Reflective Writing	Science #9 - Reflection on practice	Peer review of drafts of portfolio commentaries and daily logs	1.Review Comparative Indicators of Performance Quality 2.Peer assessment of drafts (working in pairs) 3.Read samples of 3 daily logs, rank them and justify ranking—share with partner 4.Whole group create list of criteria for reflective writing	Complete and submit portfolio Current due date is May 1st